

Emotional Regulation: Latest research and effective school based strategies.

SPA Conference

25 September 2015

Debra Cochrane and Jenny Edmonds,
School Psychologists, Department of Education, WA

Outcomes



Participants will:

- * be aware of some of the latest research in relation to emotion regulation
- * have an increased knowledge of evidence-based emotion regulation strategies and resources

Links with Guidelines for 4+2 internship programs for provisional psychologists and supervisors

Core capabilities for the internship program

- * 6.3.1 Knowledge of the discipline
- * 6.3.2 Psychological assessment and measurement
- * 6.3.3 Intervention strategies
- * 6.3.5 Research and evaluation



Links with School Psychologist Competency Framework

Dimension 1 Outcome-focused scientific practitioner decision making (The purpose and rationale of the work undertaken)

Dimension 2 Intervention and evaluation (What is done and to what effect)

Dimension 5 Ethics, professional learning and leadership (Developing self and others)

My Incredible 5 Point Scale

- * Present to 98 colleagues
- * Last week of term 3/before school holidays!!
- * Friday!!!
- * 1.30 to 3pm!!

5
Panic

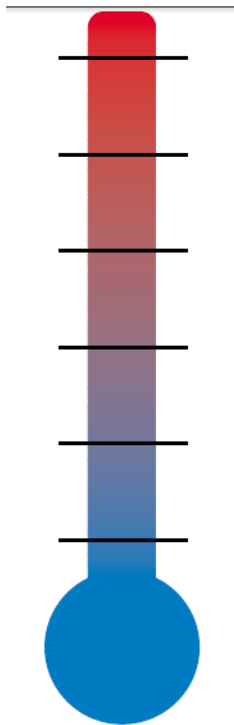
4
Stressed
out

3
Anxious

2
Uneasy

1
Calm

Feelings intensity

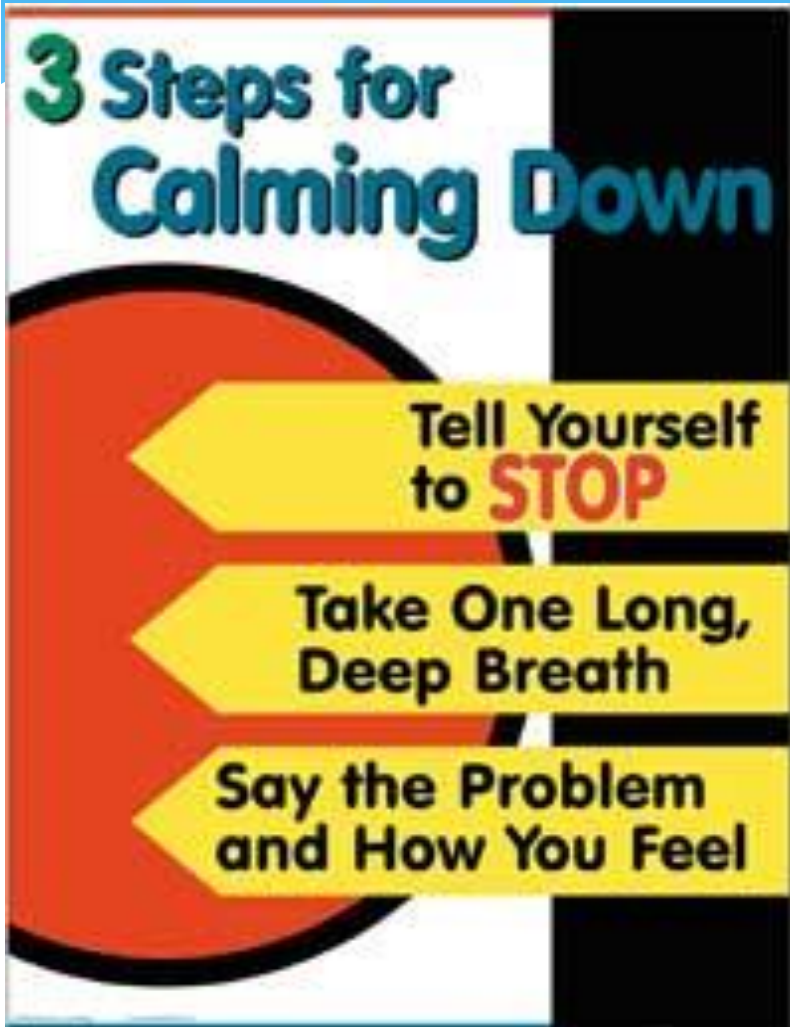


INTENSITY OF FEELINGS	HIGH	MEDIUM	LOW
HAPPY	Excited Overjoyed Elated Thrilled Fired up	Gratified Cheerful Satisfied Relieved Glowing	Glad Pleasant Tender Pleased Mellow
SAD	Depressed Agonized Alone Hurt Sorrowful Miserable	Heartbroken Somber Lost Distressed Melancholy Let down	Unhappy Moody Blue Upset Disappointed Dissatisfied
ANGRY	Furious Enraged Outraged Boiling Irate Seething	Upset Mad Defended Frustrated Agitated Disgusted	Perturbed Annoyed Uptight Irritated Touchy Resistant
AFRAID	Terrified Horried Scared stiff Fearful Panicky Shocked	Apprehensive Frightened Insecure Uneasy Intimidated Threatened	Nervous Worried Timid Unsure Anxious Cautious
ASHAMED	Defamed Remorseful Dishonored Admonished	Apologetic Sneaky Guilty Secretive	Ridiculous Regretful Pitied Silly



www.csefel.vanderbilt.edu

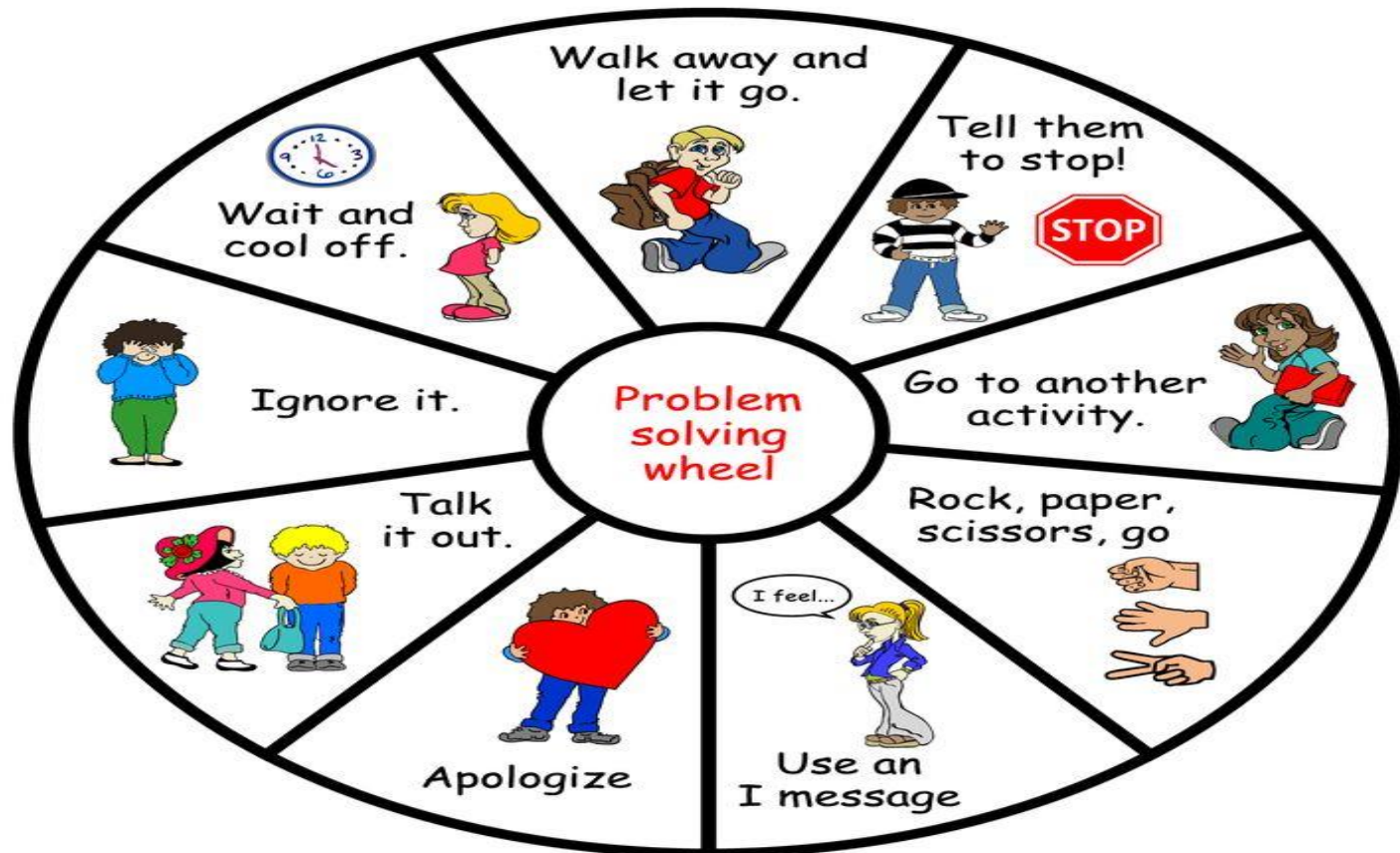
Red light - 3 Steps for Calming Down



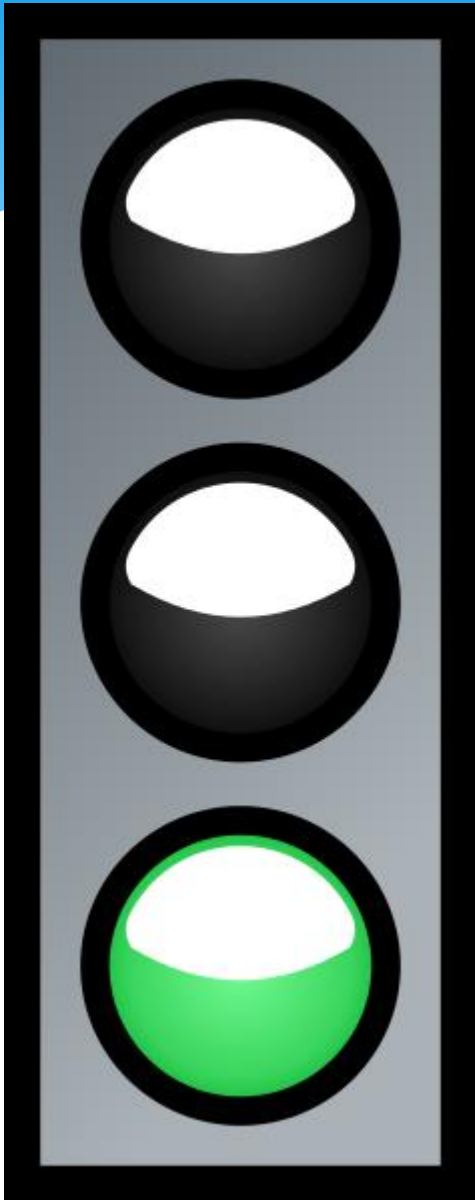
ANXIOUS

Yellow light - options

What can I do?



Green light



Try the formulated plan

Evaluate the outcome

Try another solution and/or plan, or
alternatively re-evaluate the goal, if
didn't reach intended goal

Problem Solving Process

CONTROL SIGNALS

STOP

Take one long, deep breath.
Say the problem and how you feel.

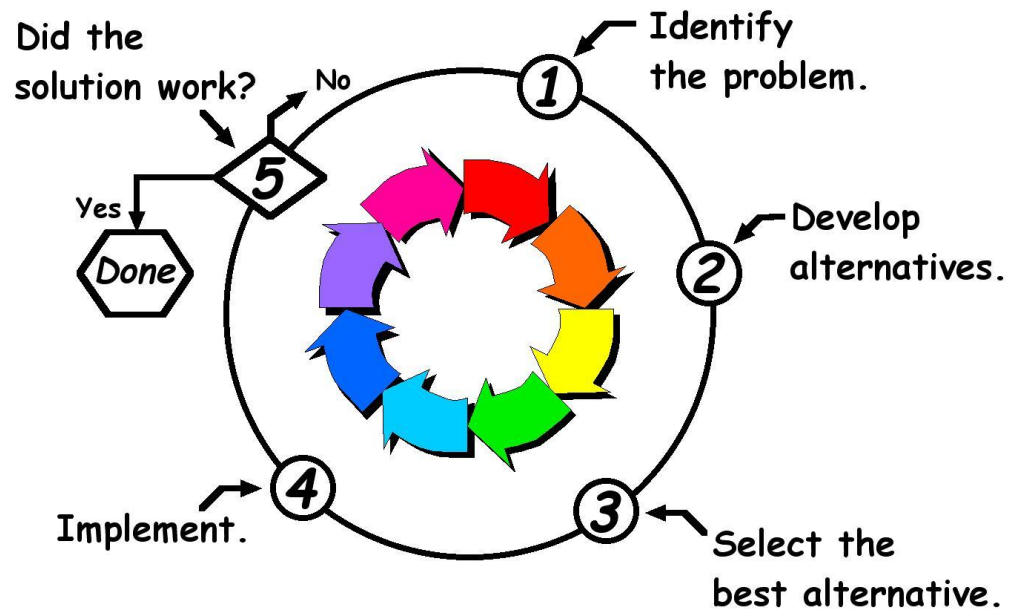
**MAKE
A
PLAN**

Think—what could I do?
Think—would it work?

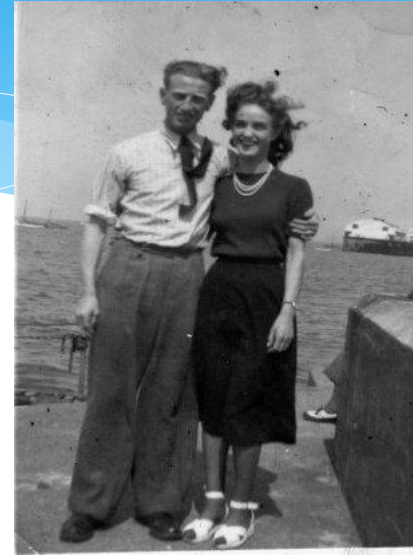
GO

Try your best idea.
How did it work?

Steps to solve a problem...

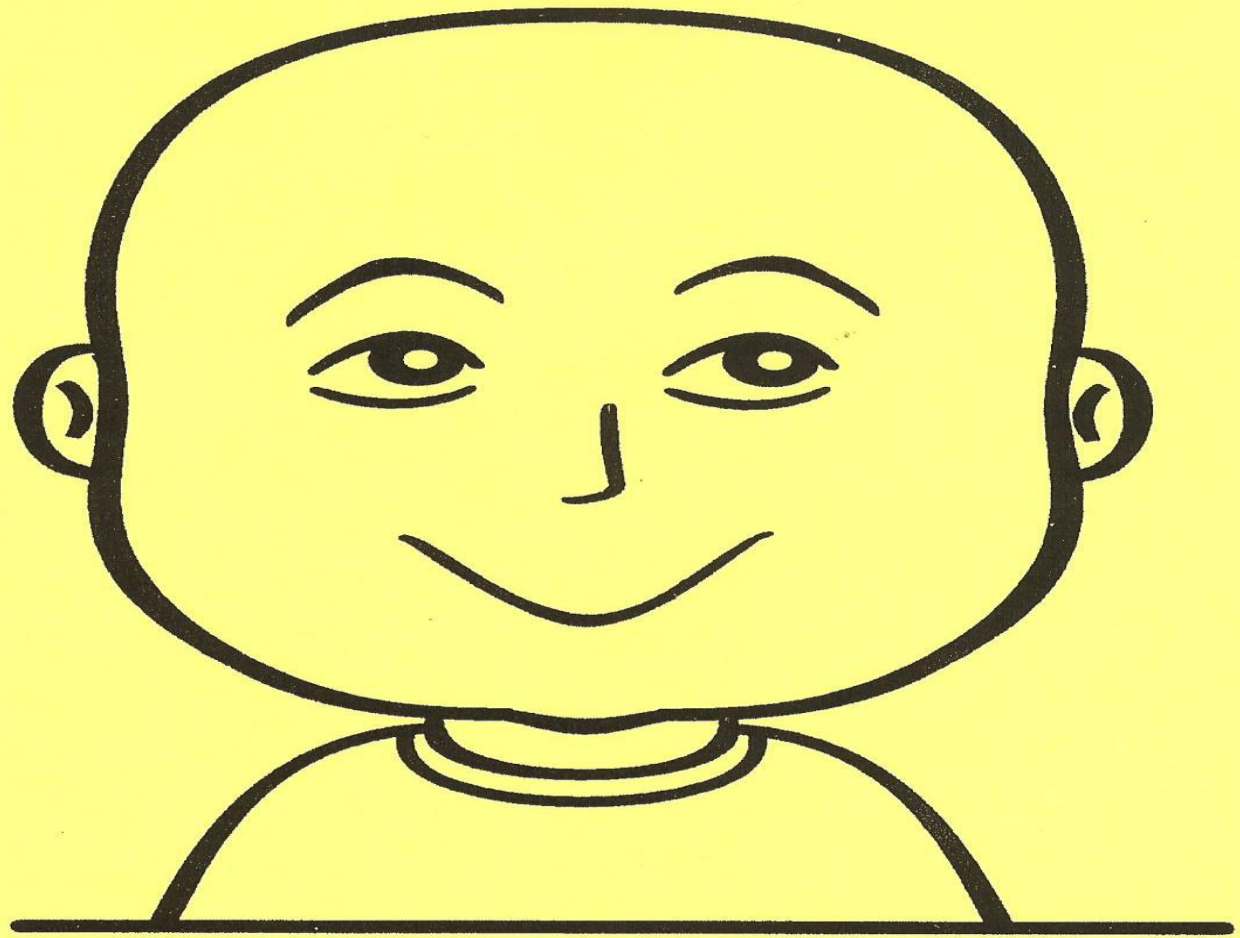


What actually happened

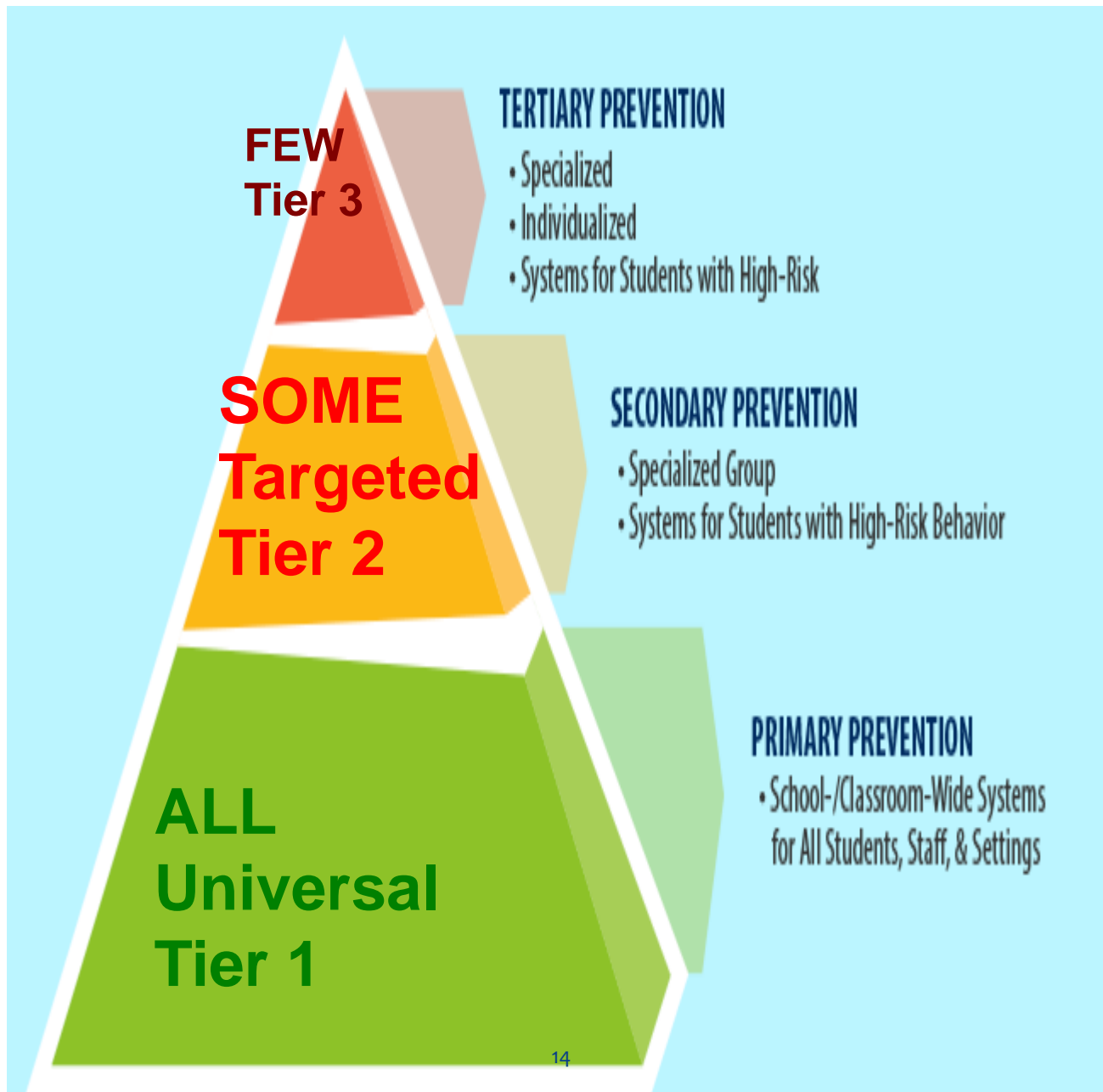


wassupwiyer?

jus gerronwiit!



Hopeful



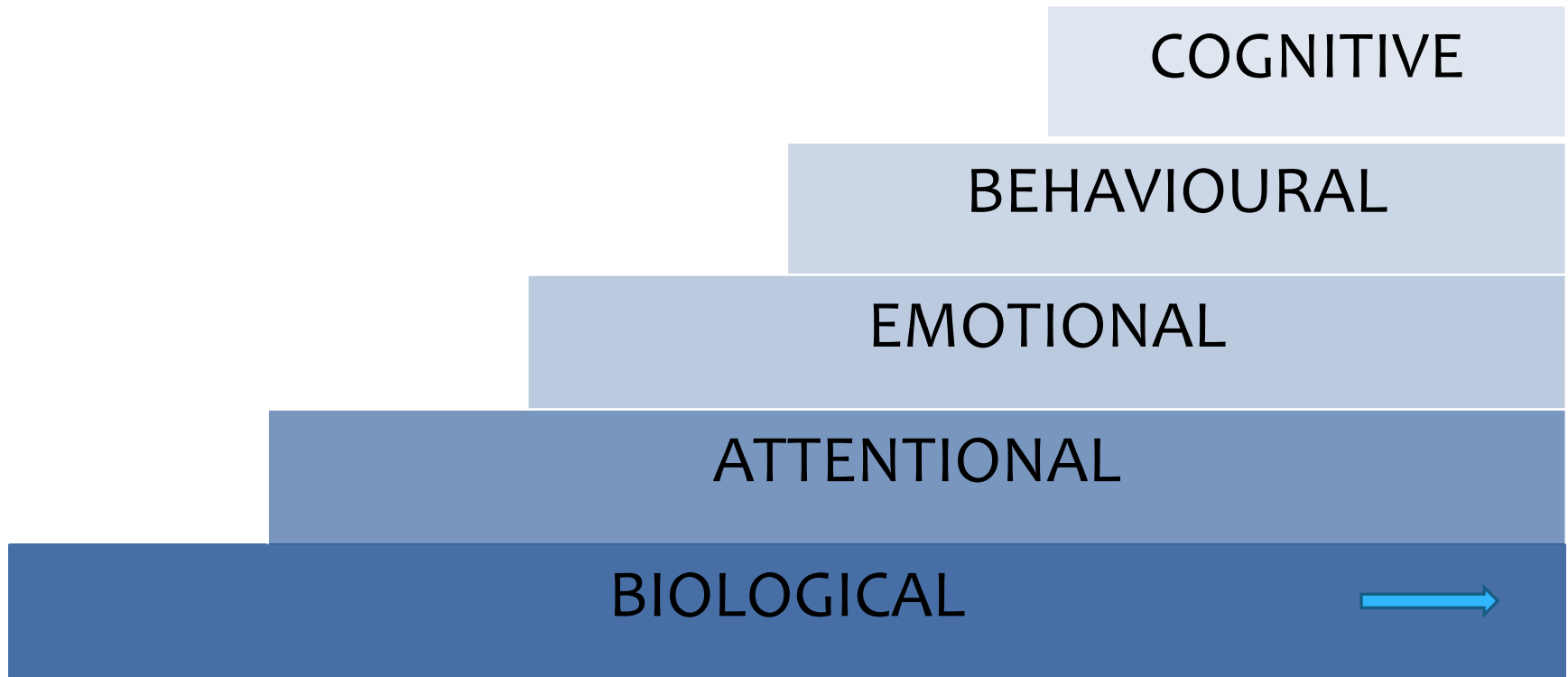
Self-Regulation (SR)

A specific set of processes and control mechanisms functioning at the biological and behavioural level that enable an individual to manage arousal, attention, emotion, behaviour and cognition in an adaptive way

Baumeister & Vohs (Eds), 2004 Handbook of self-regulation: Research, theory, and applications.



Development of Self-Regulation



Neonatal period - Infancy - Toddlerhood - Preschool Years

Calkins & Williford, 2009
Taming the Terrible Twos: Self Regulation and School Readiness

Bottom-up Brain Development



Cortex
Reasoning/judging centre
3–6 years

Limbic System
Emotional centre
1–4 years

Cerebellum
Motor centre
Birth–2 years

Brain Stem
Basic survival functions
Pre-birth–8 months

Source: Bringing Up Great Kids, Australian Childhood Foundation

Lessons from Cookie Monster: Educational Television, Preschoolers, and Executive Functions

Biscotti Kid (parody Karate Kid)

- * **Must listen with your whole body**
- * **Eyes watch**
- * **Ears listen**
- * **Voice quiet**
- * **Body calm**



Focus 2015

Implement strategies to develop emotional regulation skills in young children

Inform about evidence based resources that can be used to improve emotional regulation skills in young children



- * ‘Teach children how to control the way they respond to their own emotions while neural pathways are still forming in their brains.’
- * ‘developing self-regulation is essential to improving students’ academic achievement and behaviour in the long term.’

The West Australian Nov 19, 2014



Whole Brain

Human beings are not normally divided into two parts, the one emotional, the other coldly intellectual – the one matter of fact, the other imaginative.the personality works as a whole. There is no integration of character and mind unless there is fusion of the intellectual and the emotional, of meaning and value, of fact and imaginative running beyond fact into the realm of desired possibilities. (Dewey, 1894)

Emotion Regulation Revolution



Coffee beverages in 1996



Coffee beverages in 2014

truthfacts.com

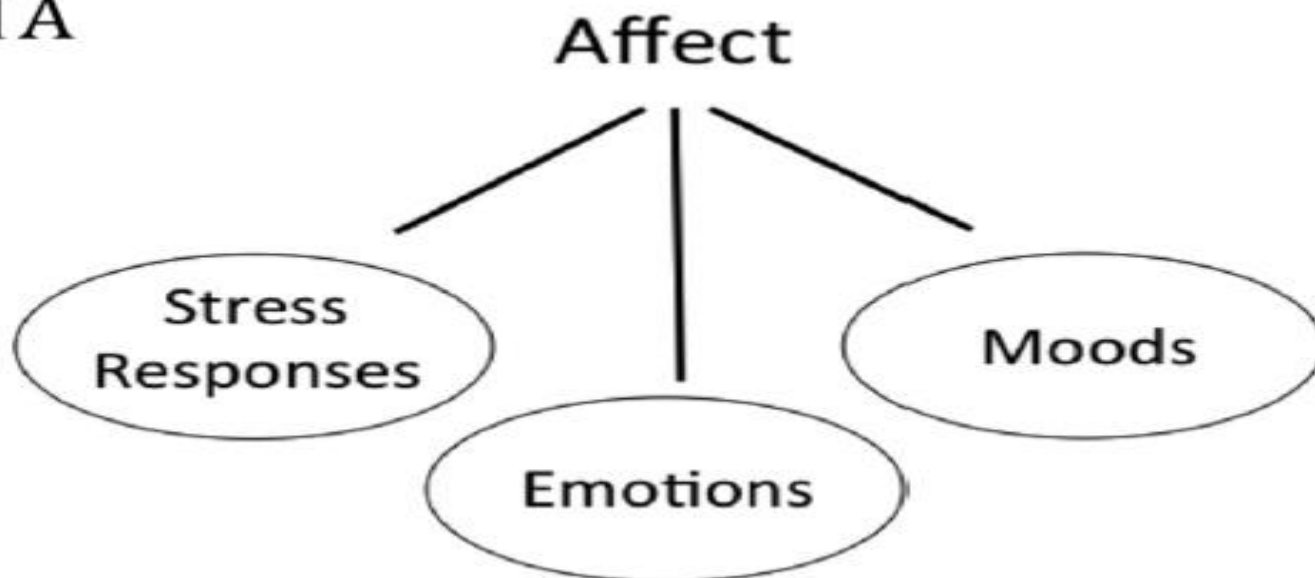
ER refers to shaping which emotion one has, when one has them, and how one experiences or expresses these emotions (Gross, 1998, 2002).

Aristotle

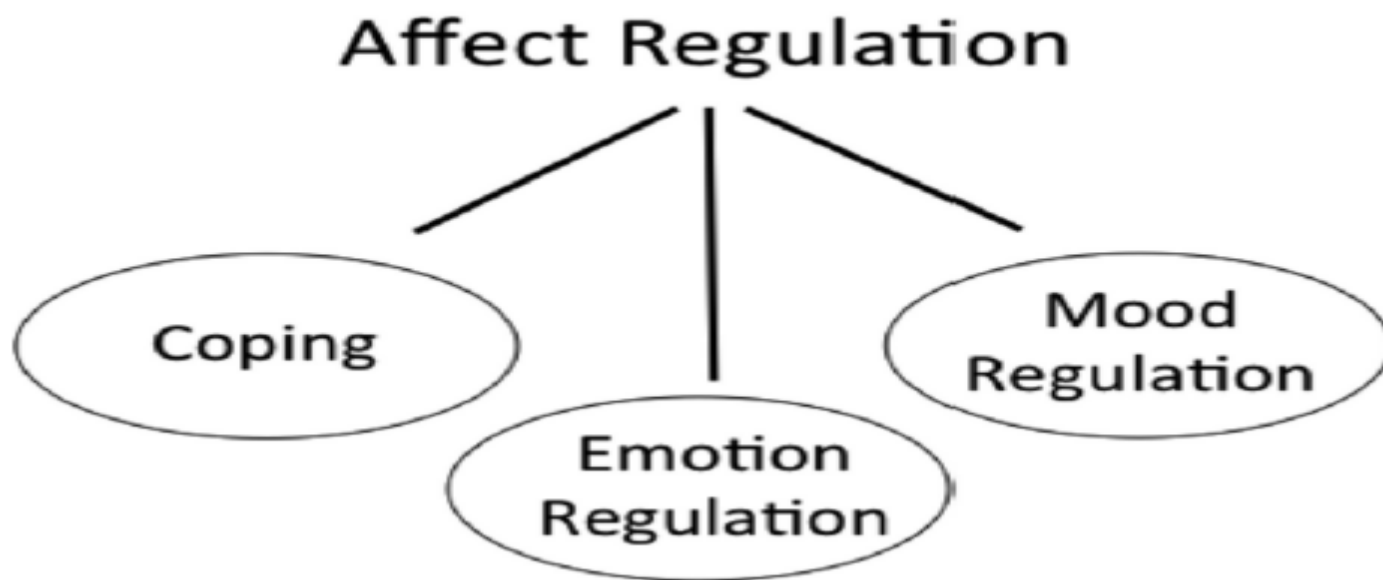
“Anybody can become angry—that is easy, but to be angry with the right person and to the right degree and at the right time and for the right purpose, and in the right way—that is not within everybody’s power and is not easy.”

17 Aristotle (384–22 B.C., Ancient Greek philosopher)

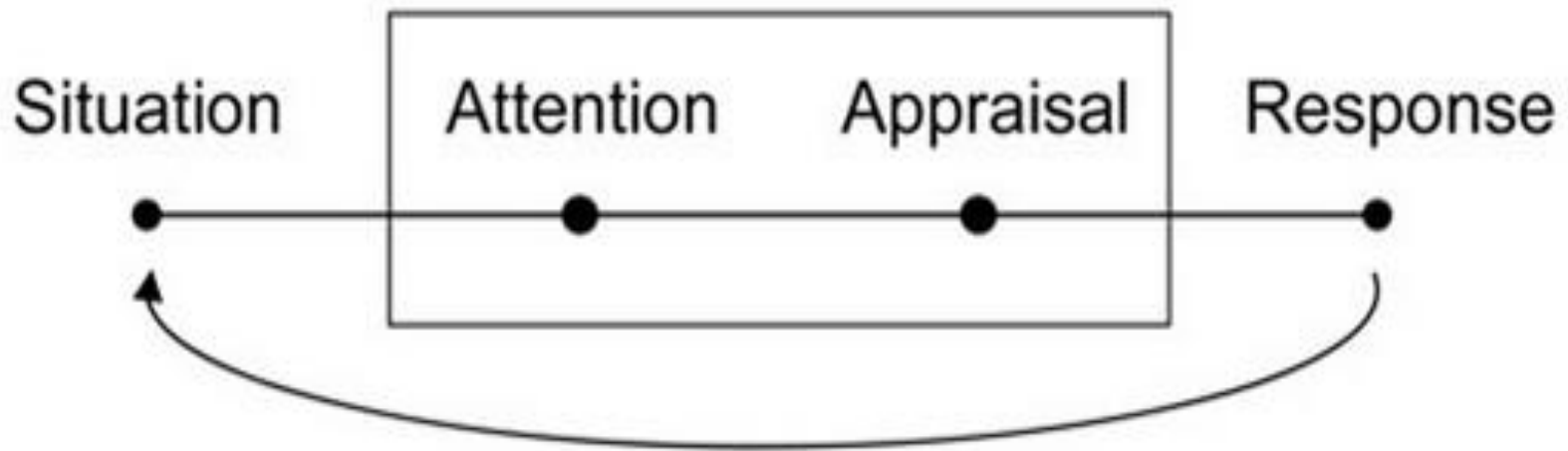
Panel A



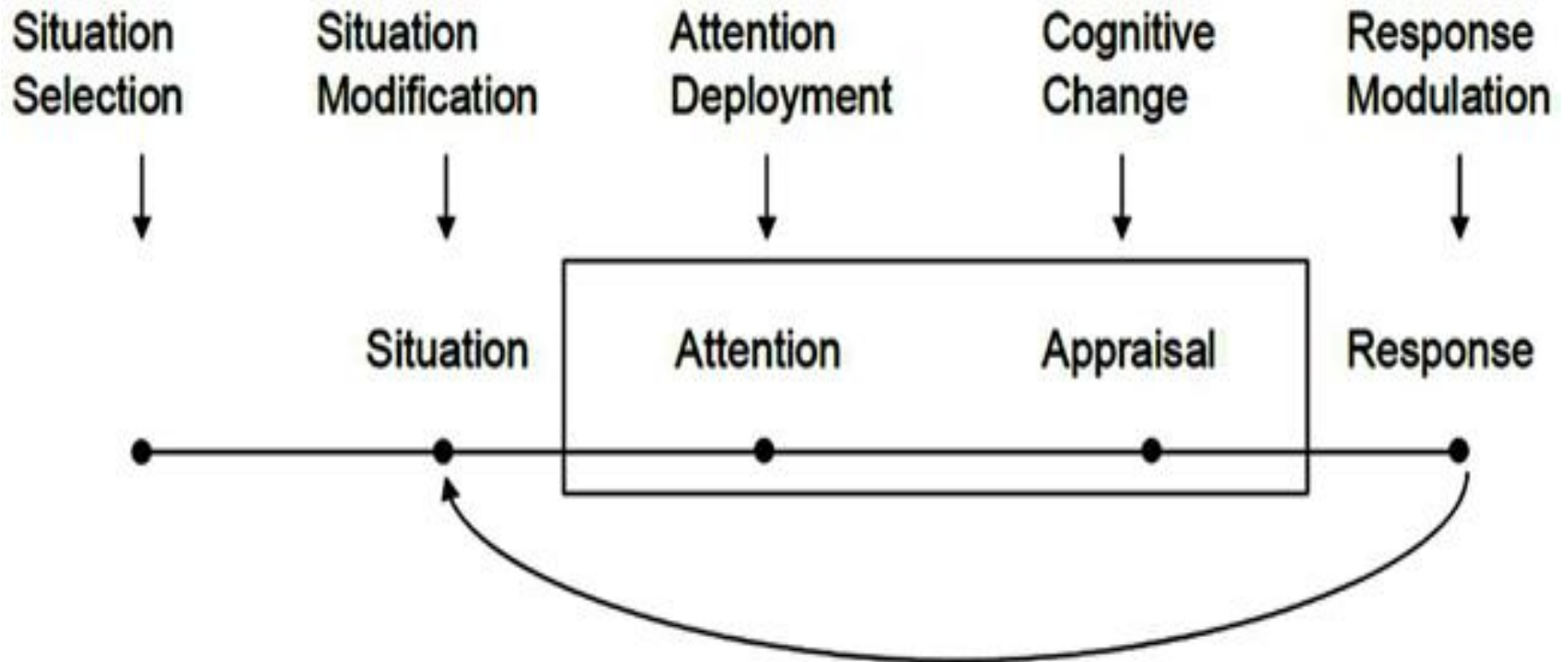
Panel B



Gross Modal Model (2001)



Gross & Thompson Process Model (2007)

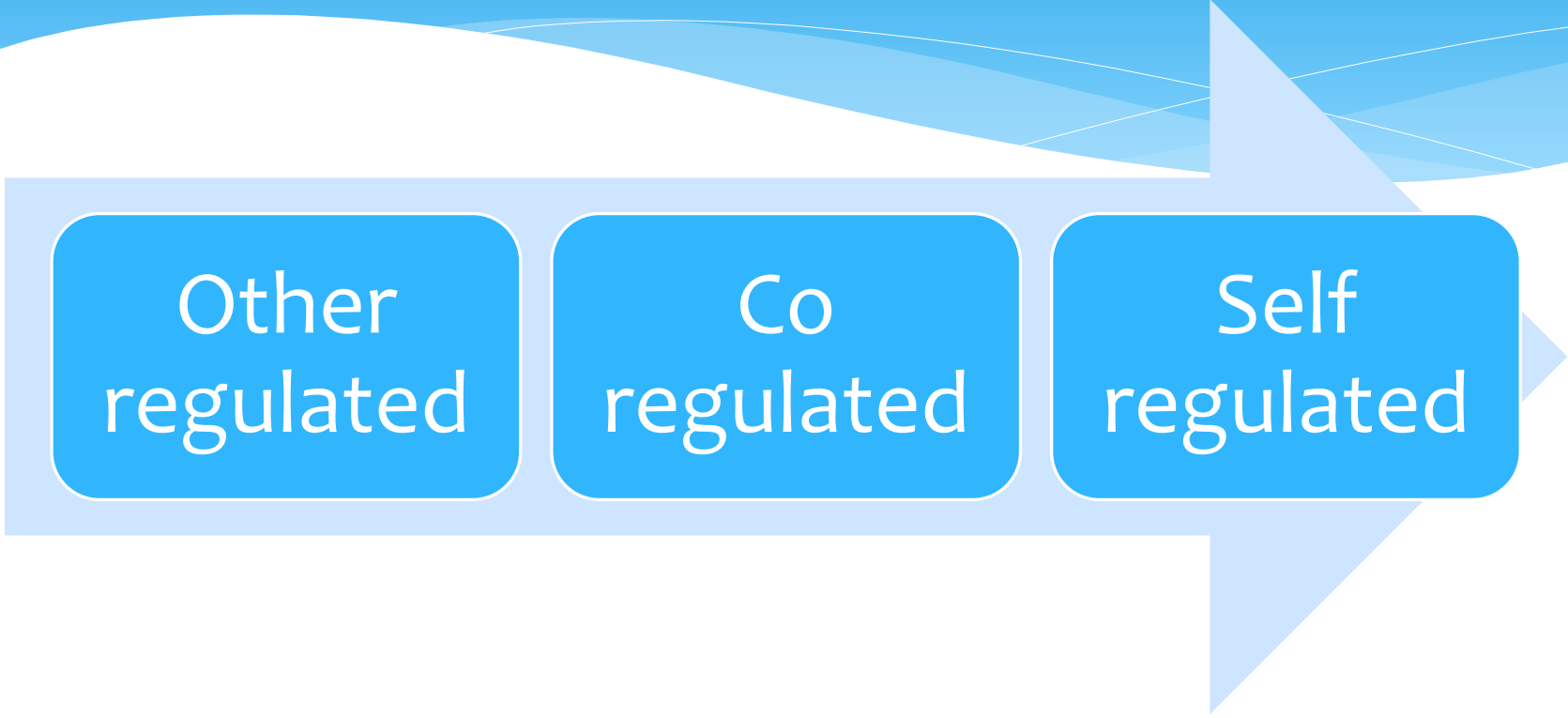


Gross Process Model

Figure 1: The Process Model of Emotion Regulation Proposed by Gross (1998a)



How Does Emotional Regulation Develop?



The diagram illustrates the developmental process of emotional regulation. It features a large blue arrow pointing to the right, which is divided into three rounded rectangular sections. The first section is labeled 'Other regulated', the second 'Co regulated', and the third 'Self regulated'. The arrow itself is light blue, and the sections are a darker blue. The background of the slide has a blue header and a light blue wavy pattern.

Other
regulated

Co
regulated

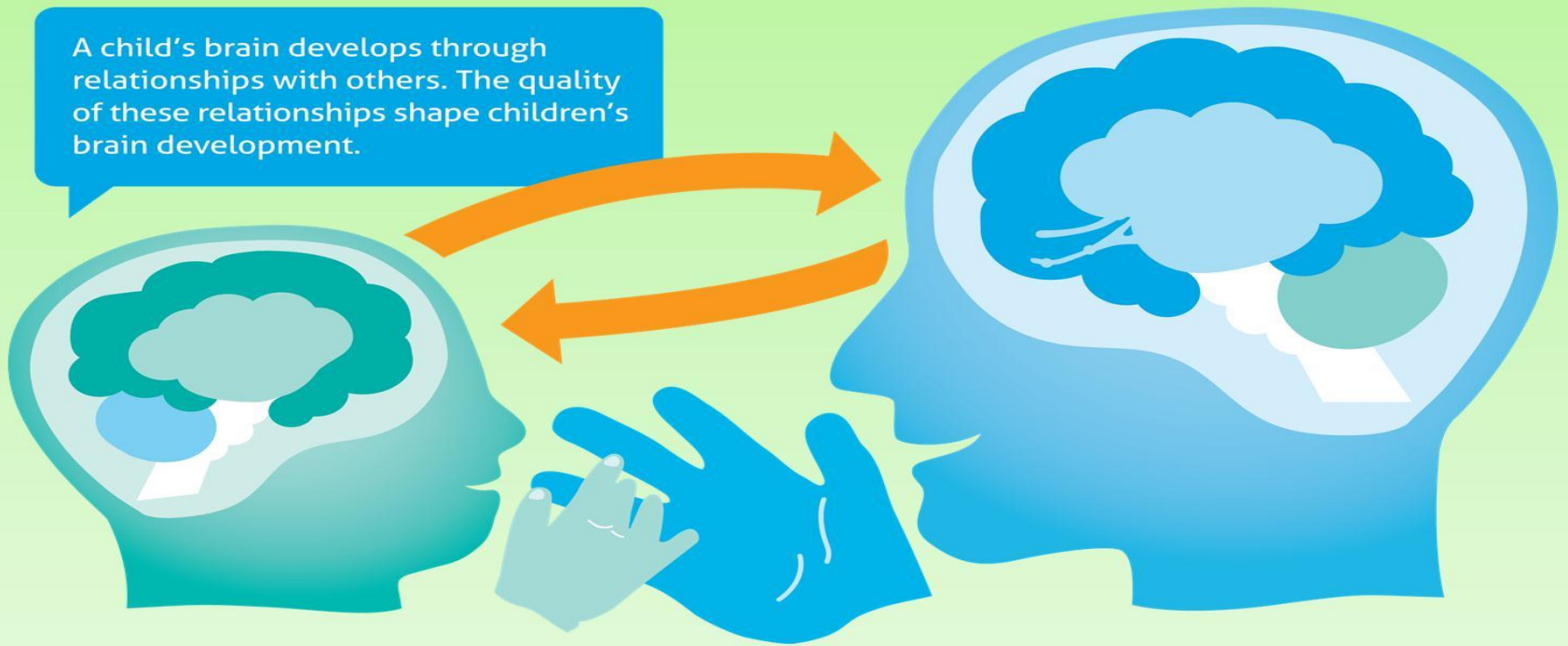
Self
regulated

A developmental process which depends upon learning and maturation, is influenced by temperament and occurs within a context of relationships

Adults and Children

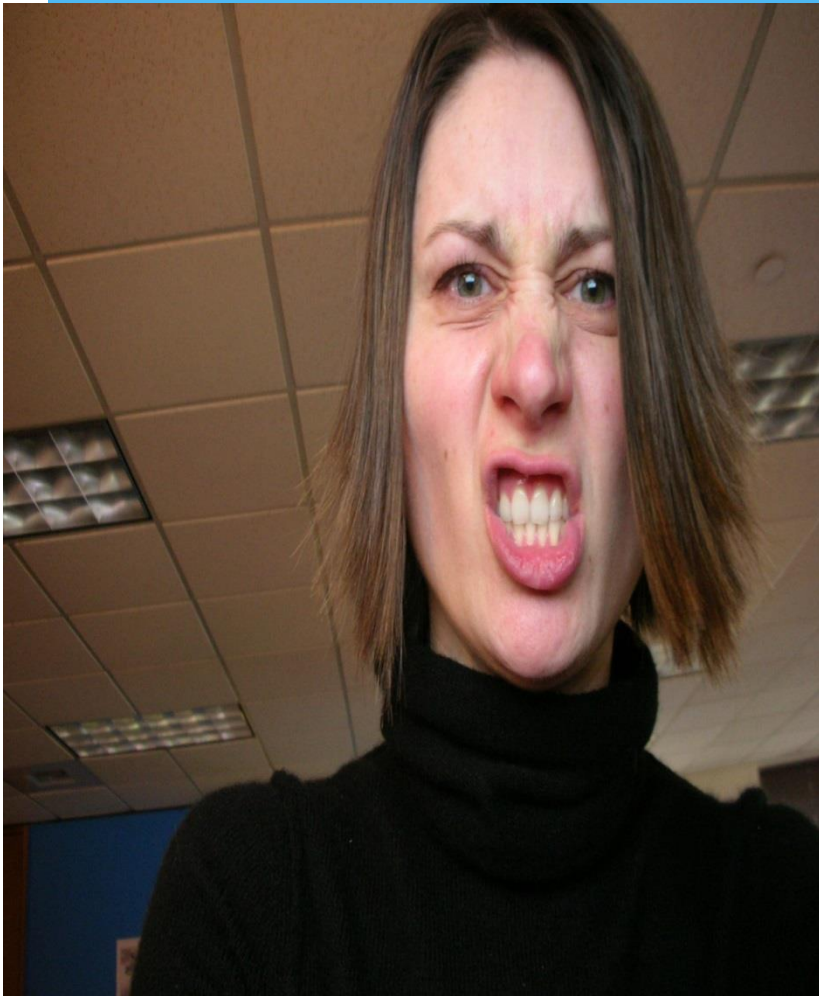
Connecting Brains

A child's brain develops through relationships with others. The quality of these relationships shape children's brain development.



Source: Bringing Up Great Kids, Australian Childhood Foundation

Co-regulation



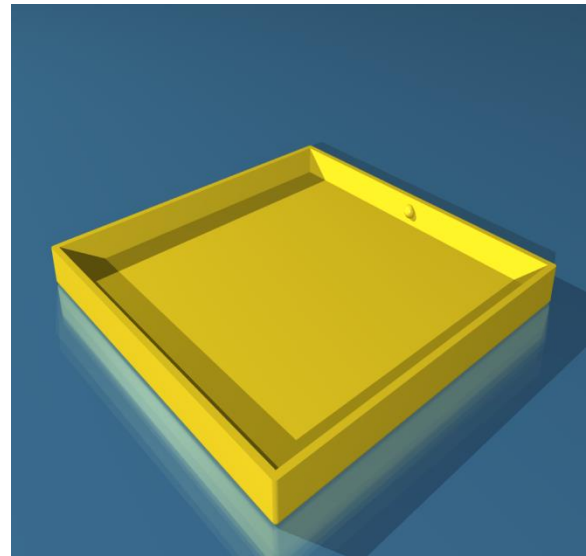
Dan Siegel ‘Downstairs Brain and Upstairs Brain’.

The Whole-Brain Child. 12 Revolutionary Strategies to Nurture Your Child's Developing Mind. Daniel Siegel, M.D and Tina Payne Bryson, Ph.D

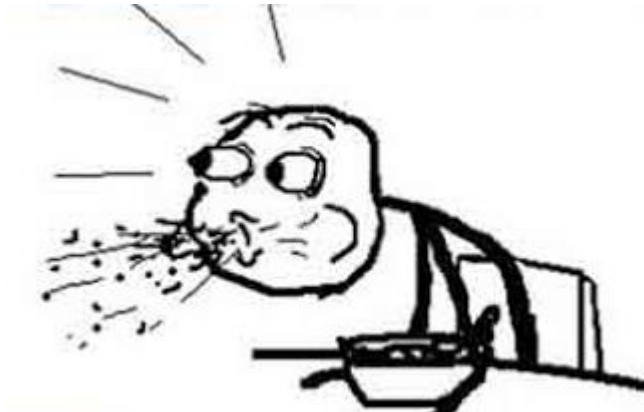
Flip our lid (Idioms)

FLIP
FLIB

your



Idioms



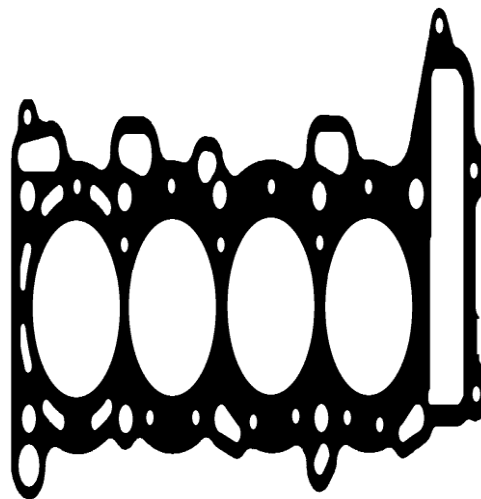
the



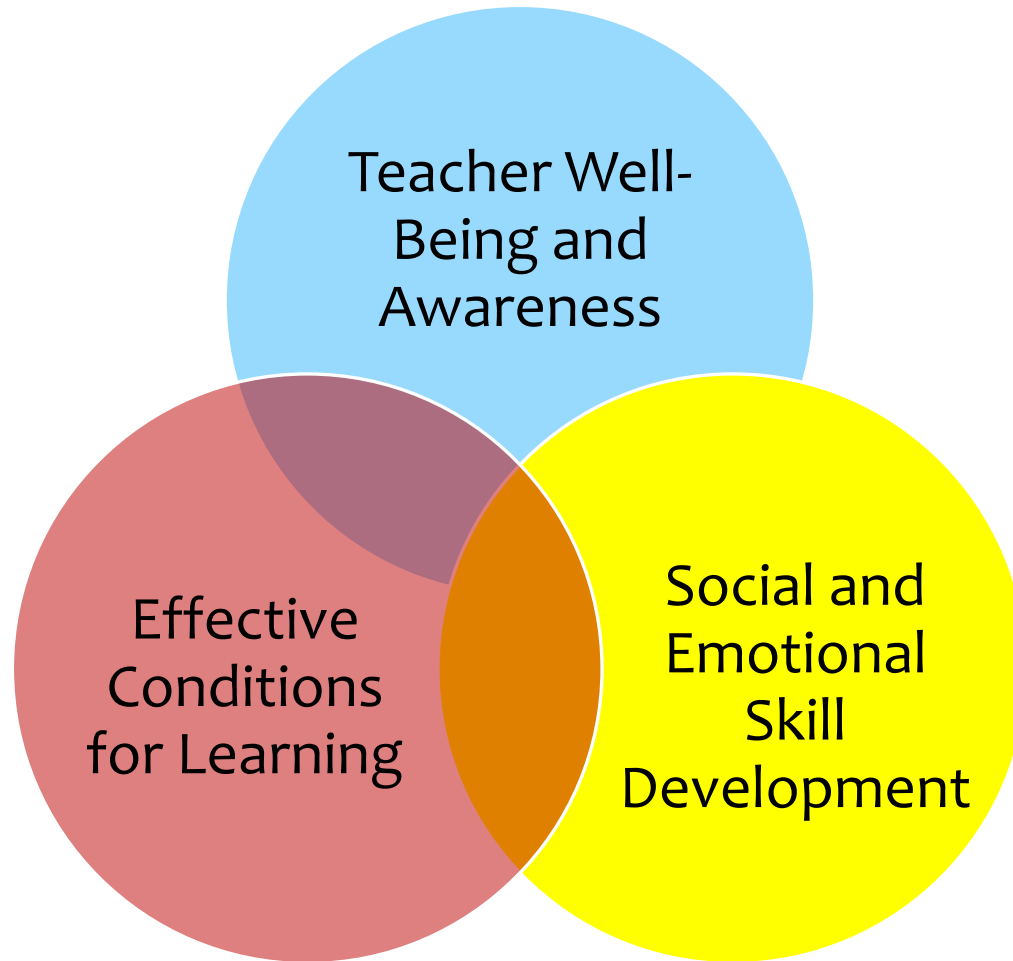
Idioms



a



Supporting Effective Social and Emotional Development





SEL Core Competencies

www.casel.org

BRITE

B **B**uilding resilience
R **R**elationships
I **W**ellbe**I**ng
T **T**aking Initiative
E **E**motions



www.brite.edu.au

Building Resilience in Teacher Education



“You’ve got to get a handle on the screaming and running down the hall. I don’t care how afraid you are of your students.”



"I know the kids don't like you and pick on you, but you have to go to school...you're the teacher."

Figure 2. How Evidence-Based SEL Programs Work to Produce Greater Student Success in School and Life

Evidence-Based SEL Programs:

(1) Create Learning Environments

- *Safe*
- *Caring,*
- *Well-Managed*
- *Participatory*

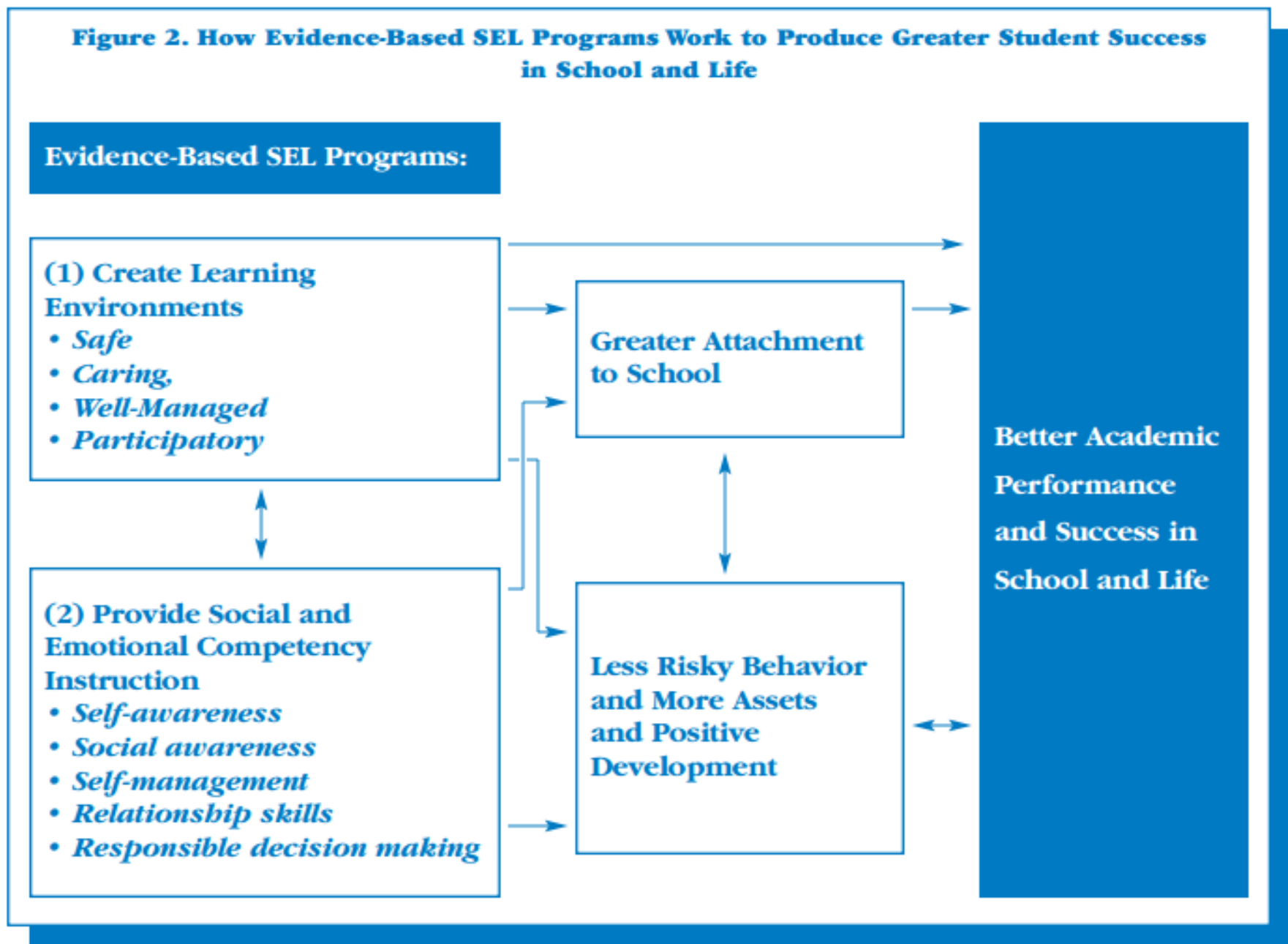
(2) Provide Social and Emotional Competency Instruction

- *Self-awareness*
- *Social awareness*
- *Self-management*
- *Relationship skills*
- *Responsible decision making*

Greater Attachment to School

Less Risky Behavior and More Assets and Positive Development

Better Academic Performance and Success in School and Life



DoE Resources

- * **2001:** Pathways to Health and Well-being in Schools: A Focus Paper
- * **2004:** Pathways to Social and Emotional Development (P2SED)

P2SED (2004)

4 themes:

- * Attachment and connectedness
- * **Emotional regulation**
- * Autonomy and identity
- * Values and attitudes (moral development)



Overarching Frameworks

- * Curriculum Framework (Health & PE)
- * K-10 Syllabus (HPE) in 2016

- * WA Curriculum - Personal and Social Capabilities

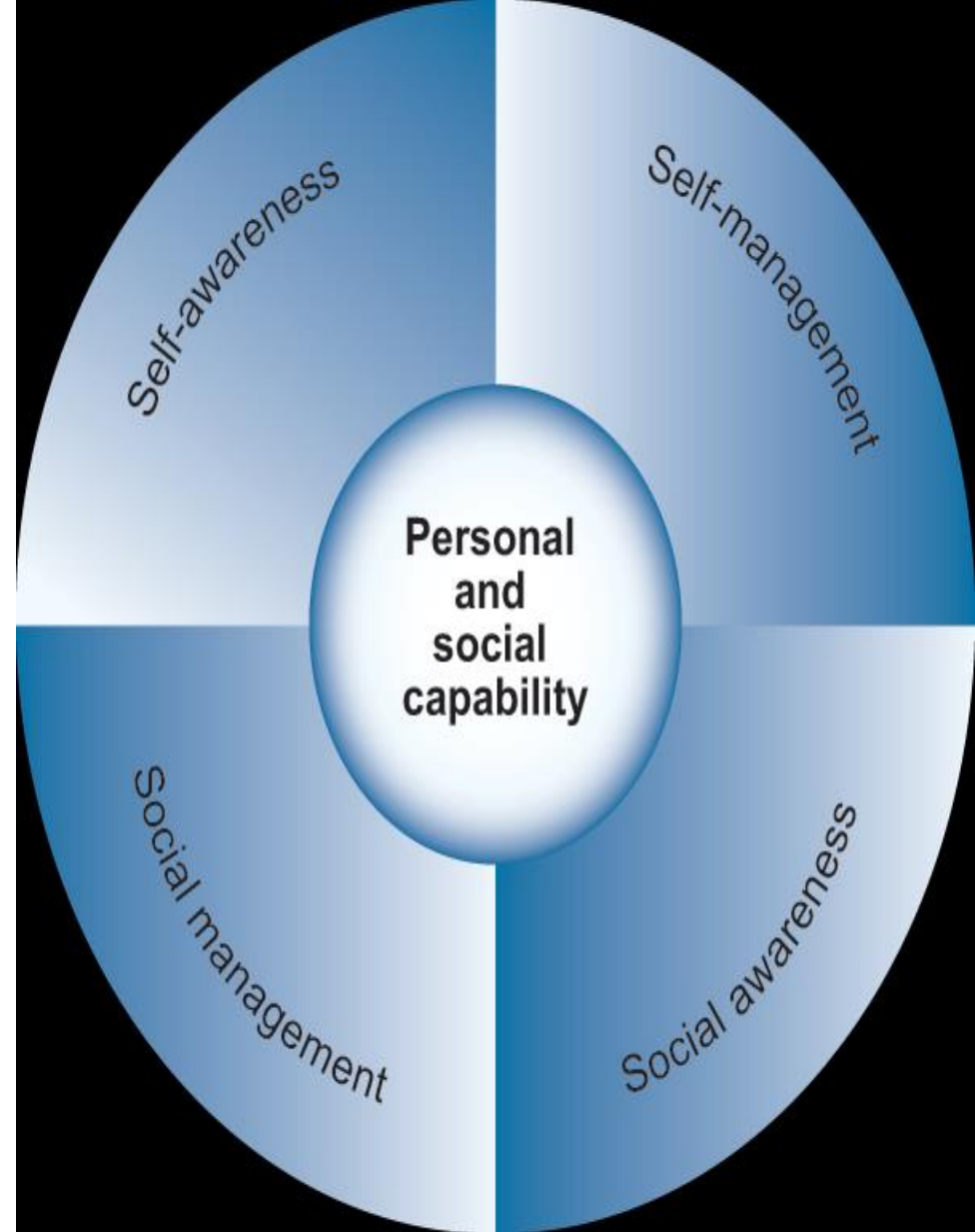


FIGURE 1 - CYBER TERRORISM FRAMEWORK. SOURCE: AHMAD AND YUNUS (2012)

- * Belonging, Being & Becoming: Early Years Learning Framework for Australia
- * National Quality Standards
- * KidsMatter Early Childhood/KidsMatter Primary/Mindmatters



Core Competencies
www.casel.org



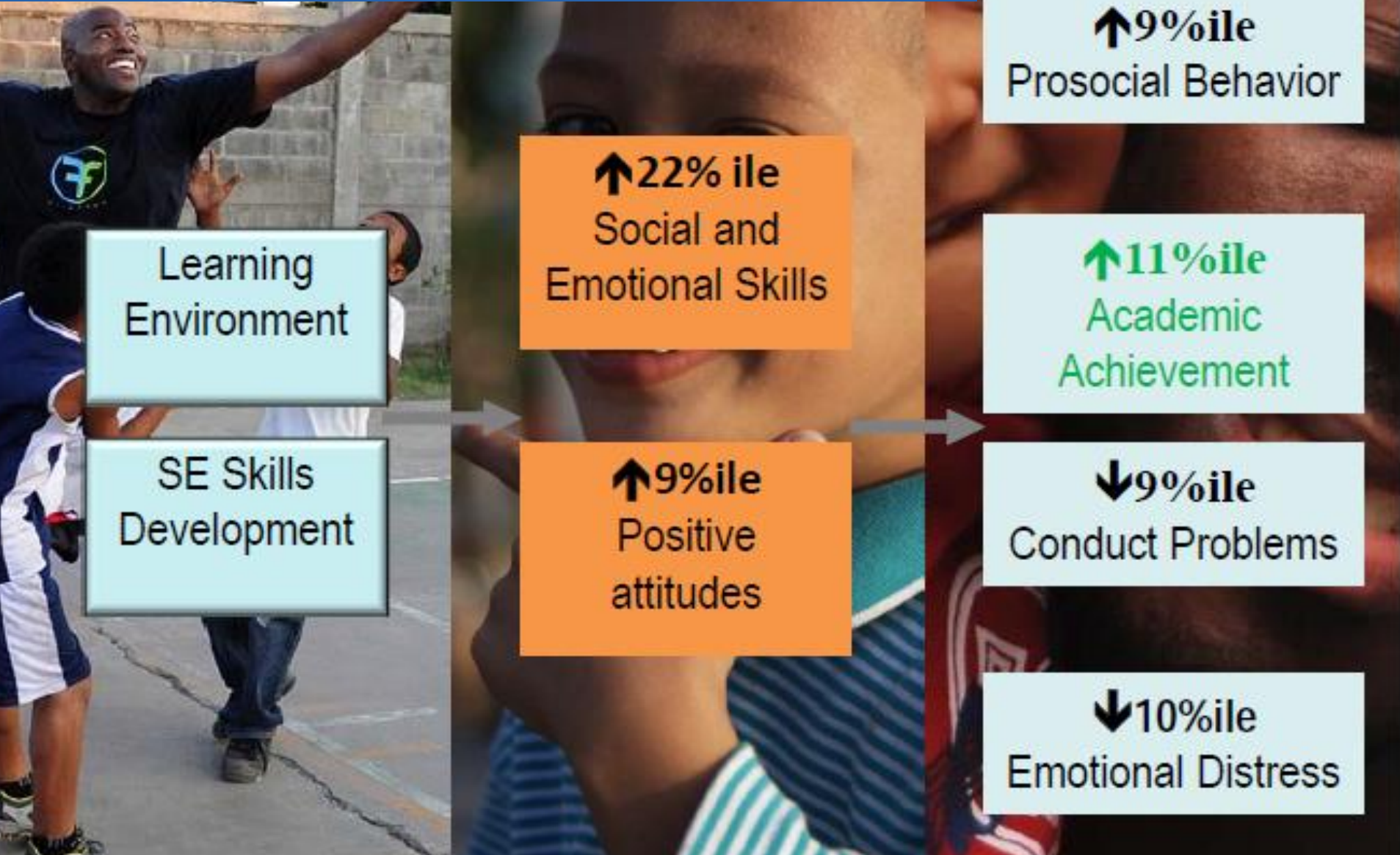
Organising elements for personal and social capability, ACARA, 2013

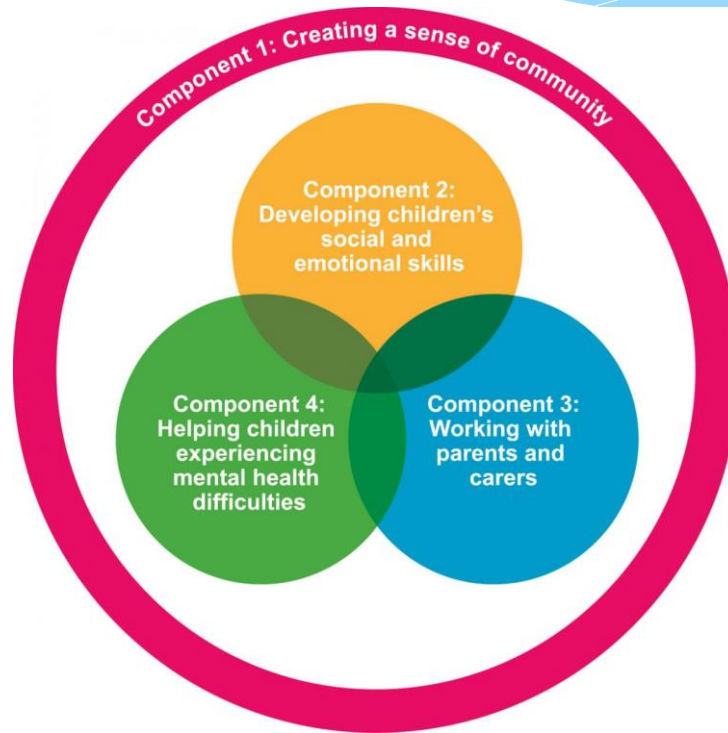
Children learn SEL competencies in the same way they learn cognitive skills:



- Teacher-led instruction
- Multiple, guided practice opportunities
- Feedback and reinforcement
- A supportive classroom context

Source: Durlak, J.A., Weissberg, R.P., Taylor, R.D., & Dymnicki, A.B. 2011 The effects of school-based social and emotional learning: A meta-analytic review





1.

**A Positive School
Community**

2.

**Social & Emotional
Learning for all
Students**

3.

**Parenting Support
and Education**

4.

**Early Intervention for
Students Experiencing
Mental health
Difficulties**

Component 2

Component 2:

Social and emotional learning (SEL) for students

General programs

Key: ○ = Not evident ◐ = Limited ◑ = Promising ● = Strong

Program title

Age range (yrs)

Sound SEL instructional practice

Other factors

Staff PL

1. Self-awareness	2. Social awareness	3. Self-management	4. Responsible decision making	5. Relationship skills	Evidence of effectiveness	Identified theoretical framework	Structured sessions	Student assessment measures	Designed for, or demonstrated applicability to, special student groups	Formal parent / carer component provided	Staff professional learning (PL) available	Staff professional learning (PL) compulsory
●	◐	●	●	●	●	✓	●	◐	R, LS	✓	✓	✓
○	○	○	○	○	○	✓	◐	◐			✓	
◐	◐	◐	◐	◐	○		◐	○				

[PATHS Curriculum](#)

5-12

●	●	●	●	●	●	✓	●	◐	C, S, LS, R	✓	✓	
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MindMatters

1.

**A Positive School
Community**

2.

**Student Skills for
Resilience**

3.

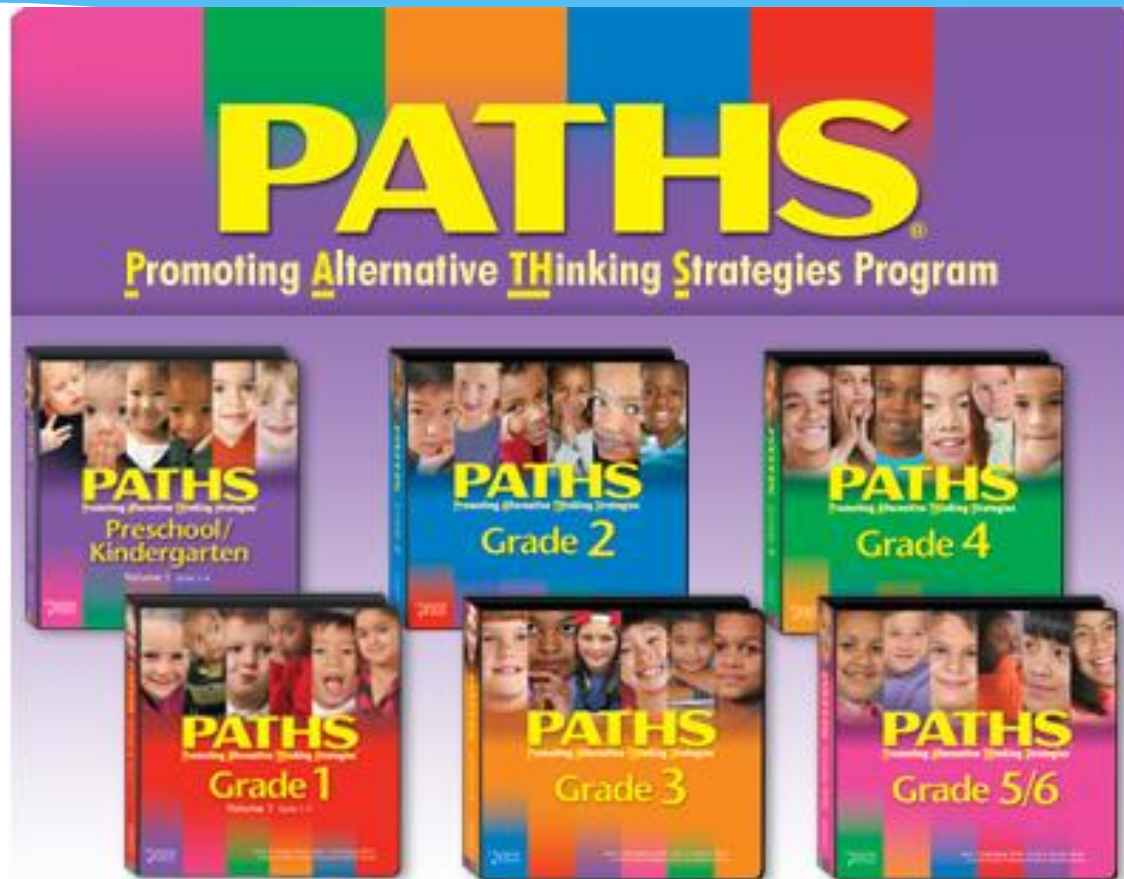
**Parents and
Families**

4.

**Support for Students
Experiencing
Mental Health
Difficulties**

PATHS™ Curriculum

Promoting Alternative Thinking Strategies



www.channing-bete.com/prevention-programs/paths/paths.html

Friendly Schools Plus (Hawker Brownlow)



www.friendlyschools.com.au

Aussie Optimism



https://healthsciences.curtin.edu.au/teaching/psych_aussie_programs.cfm

Mindfulness

What is .b [dot-be]?

.b, pronounced [dot-be], stands for "Stop, Breathe and Be!". This simple act of mindfulness provides the kernel of a nine lesson course for schools. Written by experienced classroom teachers and mindfulness practitioners, and evaluated positively by the Universities of Cambridge and Oxford Brookes, .b can be used in a wide range of contexts and age ranges, including adults.



What makes .b distinctive?

.b was carefully crafted by classroom teachers to engage everyone, including the most cynical of student audiences. It is taught with striking visuals, film clips and activities that bring mindfulness to life without losing the expertise and integrity of classic mindfulness teaching.

Who can teach .b?

.b has to be taught by teachers who themselves practise mindfulness regularly. An adult 8 week MBCT or MBSR course is a good start, although more experience is even better. After that you can sign up for a .b training course, which gives the skills, confidence and materials to teach .b effectively in classrooms.

What are .b's objectives?

.b aims to give students mindfulness as a life-skill. Students use it:

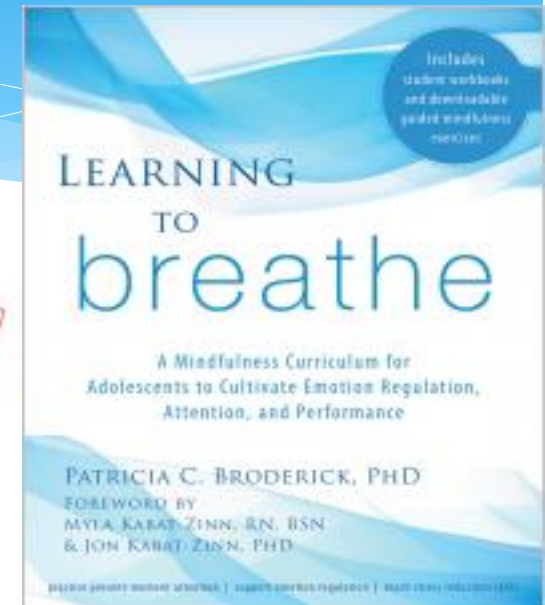
- to feel happier, calmer and more fulfilled
- to get on better with others
- to help them concentrate and learn better
- to help cope with stress and anxiety
- to perform better in music and sport.

"It's helped me to stop doing all that stupid stuff I do... and I like it"

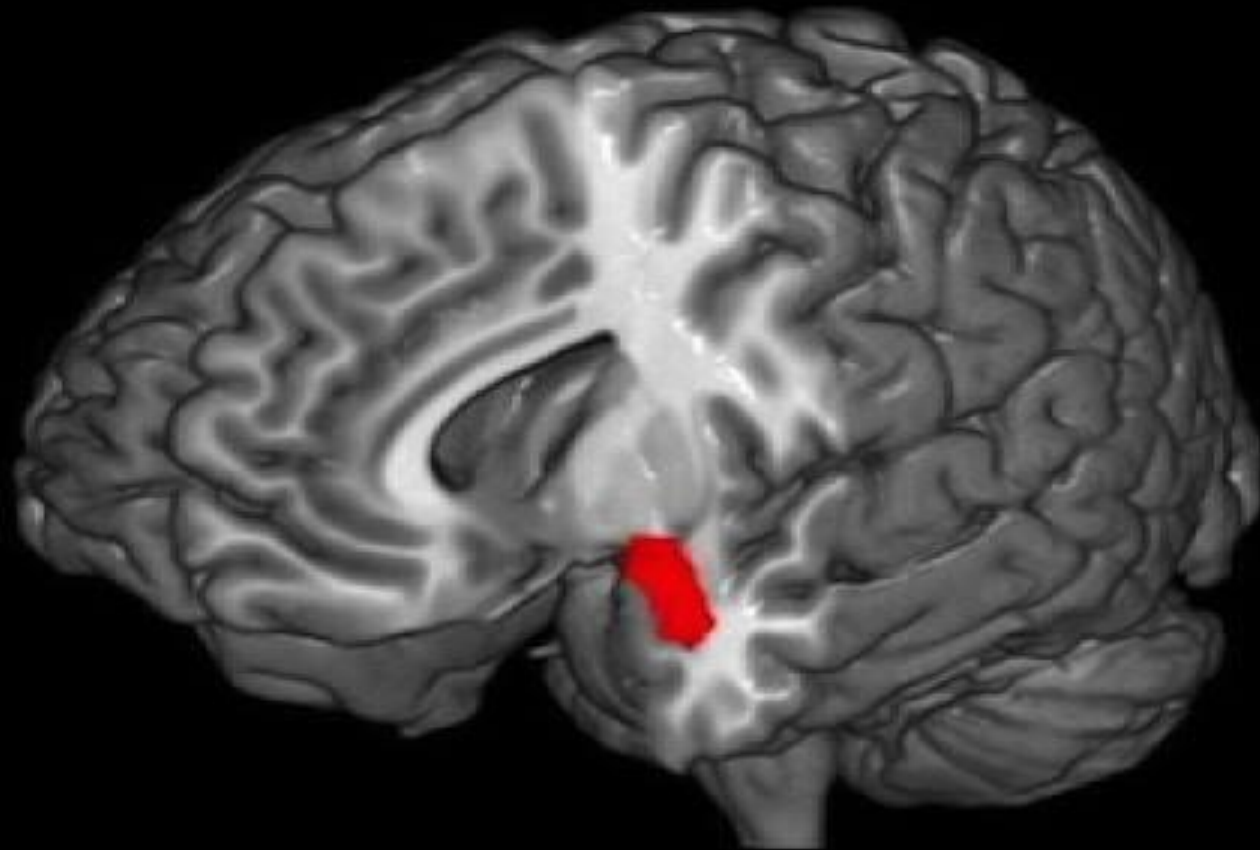
"It helps me to gather up my thoughts. I can keep my mind focused, just get work done, and find the answer to the problems I face."

What .b ISN'T

Boring • Hippie • Yoga • Religious • Therapy



Mind Full, or Mindful?



fMRI scans show that after an eight-week course of mindfulness practice, the brain's "fight or flight" center, the amygdala (red), appears to shrink. This primal region of the brain, associated with fear and emotion, is involved in the initiation of the body's response to stress.

Can Colouring Mandalas Reduce Anxiety?

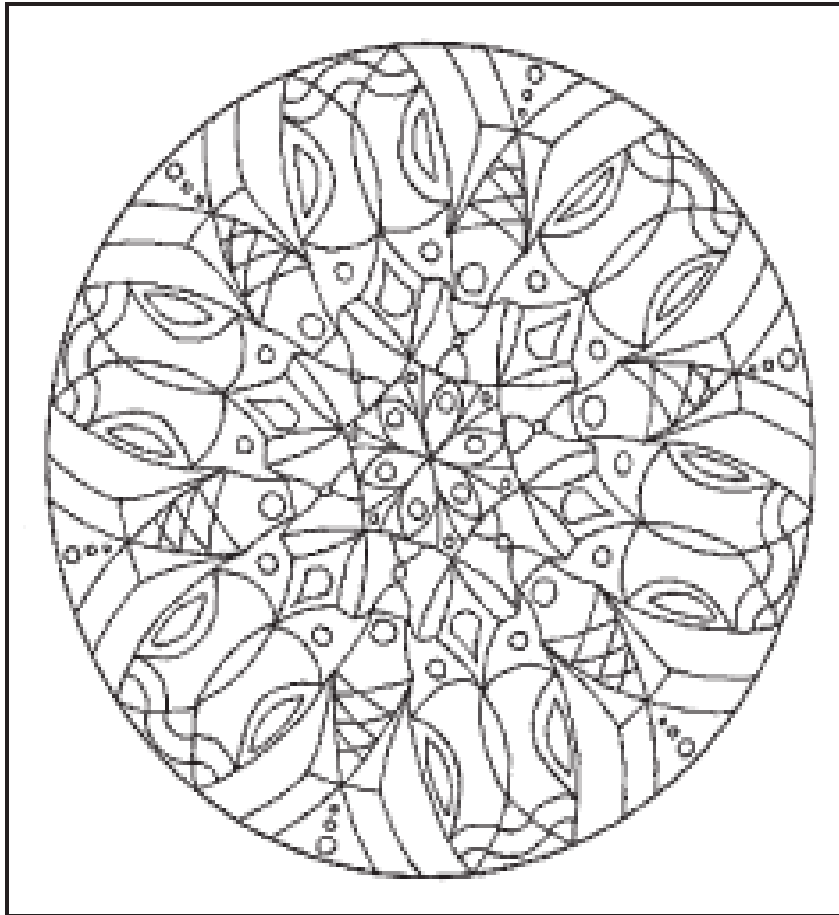


Figure 1 Mandala Design

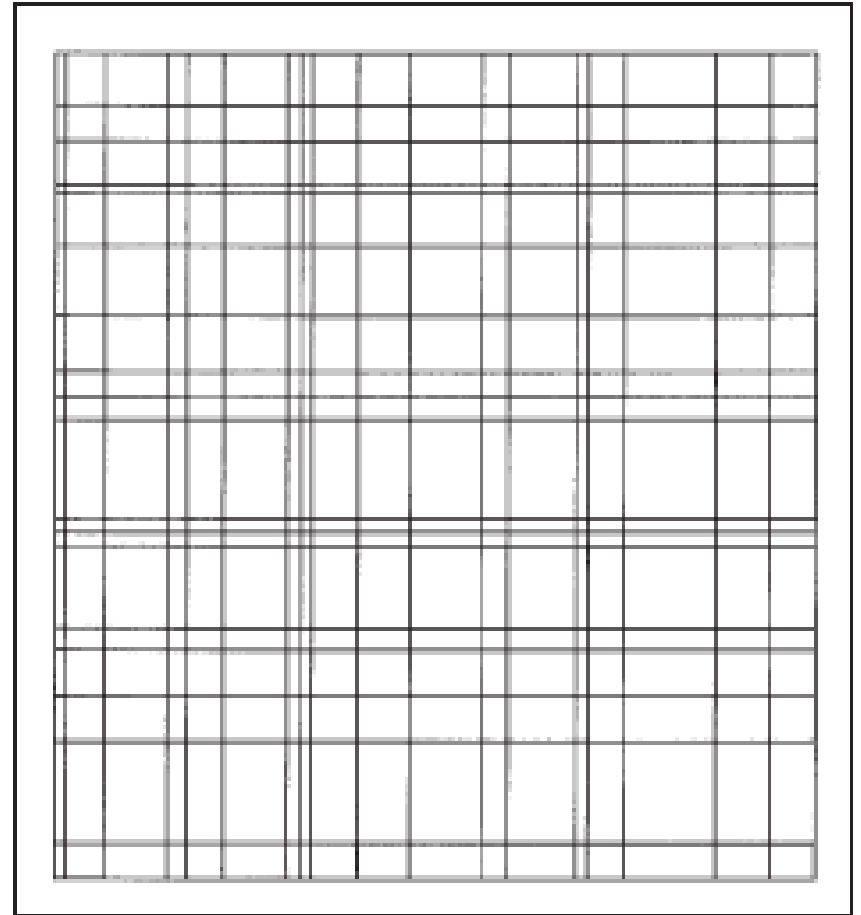


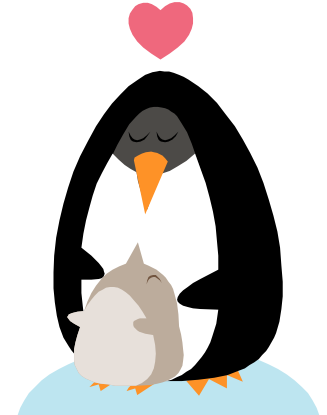
Figure 2 Plaid Design

Parenting Programs

Consider this.....The single most important thing we can do to prevent serious behavioural and emotional problems and abuse of children is to increase the confidence, skills and knowledge of parents in the task of raising children.

Prof Matthew Sanders, founder of the **Triple P**

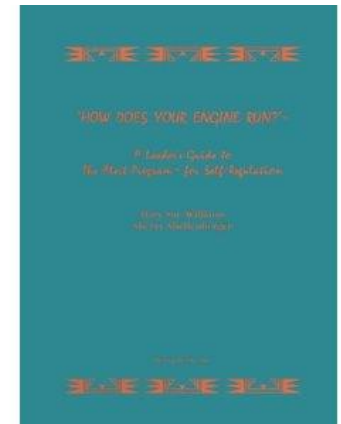
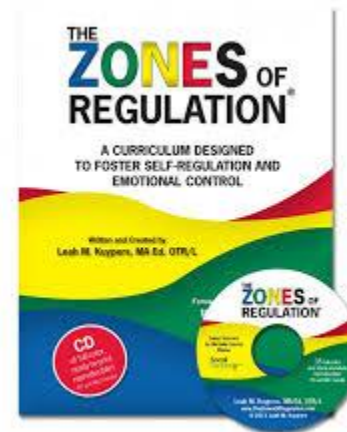
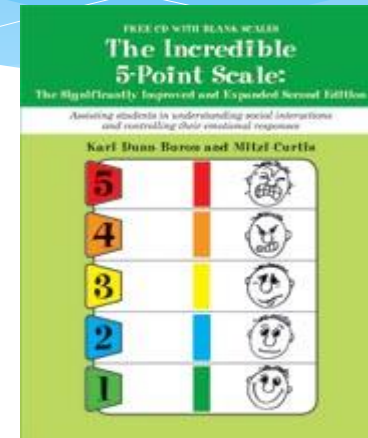
Tuning Into Kids Tuning Into Teens
(University of Melbourne) – Emotionally Intelligent Parenting



Bringing Up Great Kids (Australian Childhood Foundation)

Targeted Programs

- * Incredible 5 Point Scale
- * Zones of Regulation
- * Alert Program



Reference

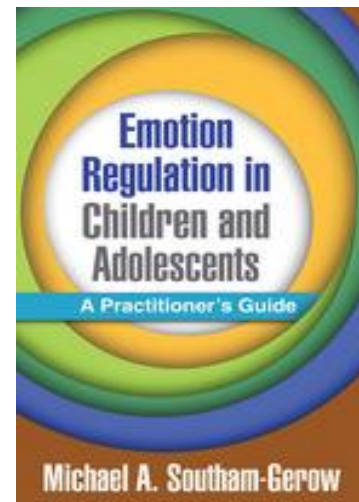
Emotion Regulation in Children and Adolescents. A Practitioner's Guide.

M.A. Southam-Gerow, 2013.

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(Slides 62 – 87 that refer to Assessment and Treatment Modules)



Emotion Assessment

- * **Emotional Understanding measures**

 - Interviews

 - * Emotional Understanding Interview (EUI)
 - * Kusche Affective Interview – Revised (KAI-R)

 - Questionnaire

 - * Emotion Expression Scale for Children (EESC)

Emotion Assessment

* Emotion Regulation measures

Questionnaires

Children's Emotion Management Scales (CEMS)

Emotion Regulation Checklist (ERC)

P2SED Emotion Regulation 4-7 years and 8-12 years

Observational

disappointing gift paradigm

anger simulation paradigm

Brain imaging tools

Treatment Modules

Emotional Competence

- * 1 Emotion Awareness Skills
- * 2 Emotion Understanding Skills
- * 3 Empathy Skills
- * 4 Emotion Regulation Skills I: Prevention Skills
- * 5 Emotion Regulation Skills II: Mastery
- * 6 Emotion Regulation Skills III: Expression Skills
- * 7 Emotion Regulation Skills IV: Basic cognitive Skills
- * 8 Emotion Regulation Skills V: Emotion-Specific Cognitive Skills

Module 1

Emotion awareness skills

WHEN TO USE THIS MODULE

OBJECTIVES

PROCEDURES

Step 1 Identifying emotions

Overview

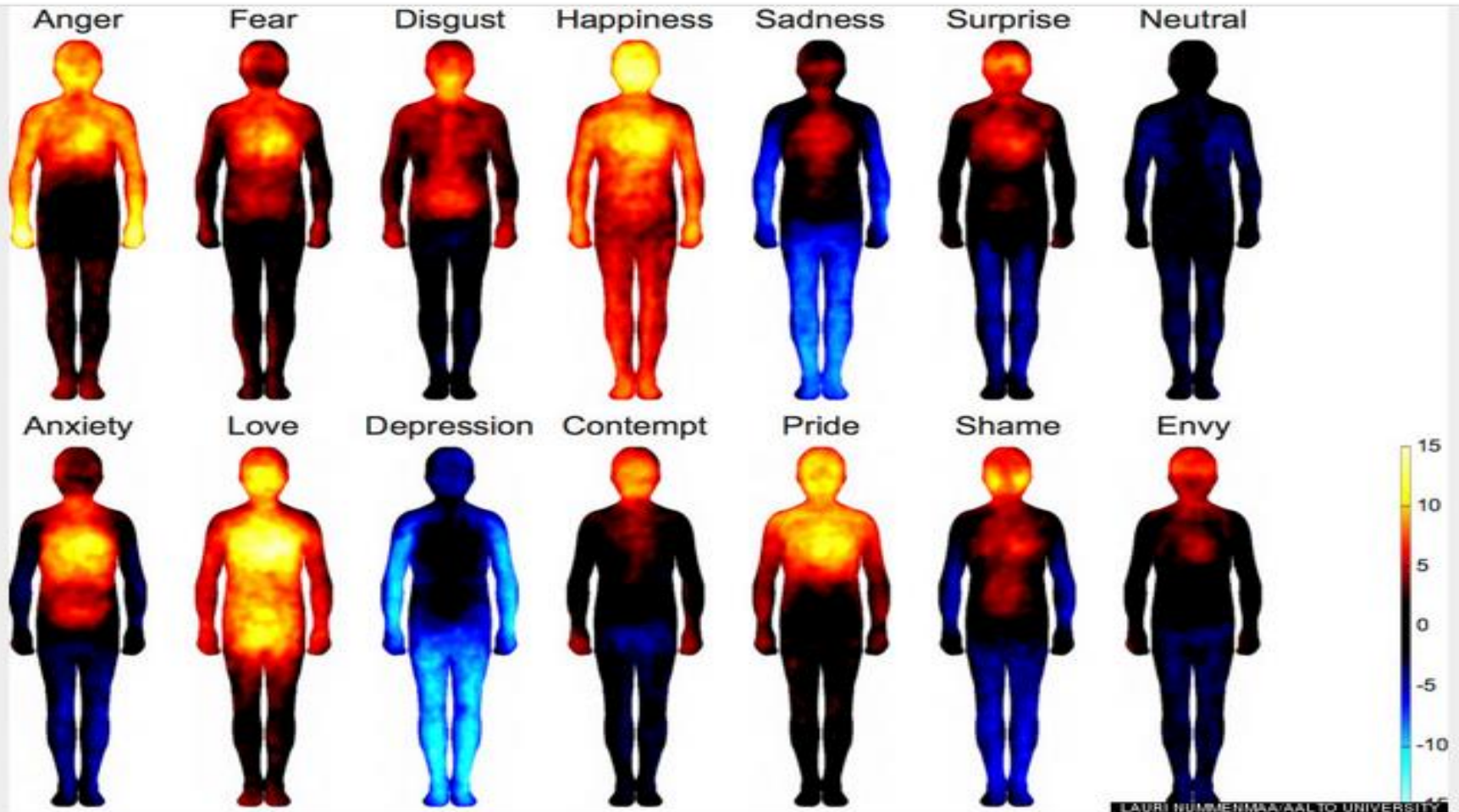
Teach

Practice: Activities and Games

- Feelings, feelings everywhere
- Feelings and our bodies
- Emotion dictionary
- Emotion mimes
- Emotion videos



Bodily maps of emotions



— Warm colors indicate where sensations increase; cool colors indicate where sensations decrease.

Emotional Vocabulary

Module 1

Emotion awareness skills

Step 2 Rating Emotion intensity (Overview, Teach, Practice)

- Rate my last 5 feelings game
- Ladder game (like thermometer)
- Rate the movie/TV/Book characters game

Step 3 Expressing emotions (Overview, Teach, Practice)

- Improv emotions Game
- Paper Plate mask game

Feelings Cube



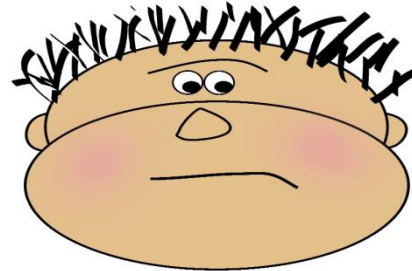
Tired



Happy



Scared



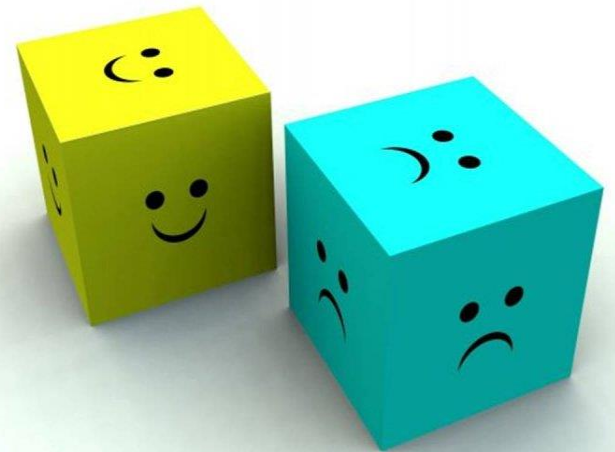
Lonely



Proud



Surprised



Module 2

Emotion Understanding Skills

WHEN TO USE THIS MODULE

OBJECTIVES

PROCEDURES

Step 1 Triggering feelings (Overview, Teach, Practice)

- Trigger card game
- Inside/Outside Game

Step 2 Experiencing Multiple Emotions at the same time

- Emotional Emmy game

Module 2

Emotion Understanding Skills

Step 3 Feeling the effects of different emotions on our bodies

- Body Signals Game

Step 4 Hiding (and changing) emotions

- Hiding Feelings card game

Module 3

Empathy Skills

Step 1 Recognising emotions in others

- Feelings Jeopardy
- Triple Deck Feelings Detective Game

Step 2 Appreciating and Sharing Others' Feelings

- Emotional Idol (low-tech)
- Emotional Idol (high-tech)
- Take One, Take Two

Step 3 Separating from Others' Emotions in Order to Help

- Call-In Radio Show

Module 4

Emotion regulation Skills I

Prevention Skills

Step 1 Regulating Emotion: An Introduction

- Emotion-Coping Story Building

Scenario 1 Pat has just received a very bad grade on an important exam.

Module 4

Emotion regulation Skills I

Prevention Skills

Step 2 Eating – and Eating Healthy

- Online Games
- Monitoring
- Family Mealtimes

Step 3 Getting Active!

- Teach that being active helps one deal with feelings
- make a list and schedule the activity

Module 4

Emotion regulation Skills I

Prevention Skills

Step 4 Sleeping Well

- Teach good sleep hygiene
 - establish a bedtime routine
 - make the bedroom and bedtime sleep-friendly
 - offer nonmedical sleep 'aids'
 - promote physical activity during the day
 - avoid overstimulating or emotional activities before bed

Step 5 Getting Healthy and Staying Healthy

- teach that staying healthy makes it easier to deal with feelings

Module 5

Emotion regulation Skills II

Mastery (prevention)

Step 1 Regulating Emotion: An Introduction

- Emotion-Coping Story Building

Step 2 Mastery: Doing the things you are good at

- no games but client is helped to identify an activity then create a plan to master it.

activity generation: basics

activity generation: troubleshooting

schedule practice of the activity

observe the impact of the activity

Module 6

Emotion regulation Skills III

Expression Skills

Step 1 Regulating Emotion: An Introduction

- Emotion-Coping Story Building

Step 2 Expressing Yourself

- Walking the Talk
- Write it Down
- To Share or Not to Share

Module 7

Emotion regulation Skills IV

Basic Cognitive Skills

Step 1 Regulating Emotion: An Introduction

- Emotion-Coping Story Building

Step 2 Using Thoughts to Deal with Feelings

- **Cognitive Shuttle**
- Thought Detectives
- What's Your Guess? Game

Cognitive Shuttle

SIGNS

Simple

Helpful
thought

Unhelpful
thought

Neutral
thought

More advanced

Happy

Sad

Afraid

+

-

Cognitive Shuttle

SIGNS

Alternative/more advanced

Overgeneralisation

Catastrophisation

Overestimation

**Selective
abstraction**

Cognitive Shuttle

SITUATION & THOUGHT CARDS

Example

Situation: The teacher has just called on you.

Thoughts:

- “Oh no! I’m going to get the answer wrong!”
- “Am I in trouble?”
- “What was she just saying?”
- “I’m so glad I did the homework last night”.
- “She always picks me”
- “She always picks on me”

Module 8

Emotion regulation Skills V

Emotion-Specific Cognitive Skills

Step 1 Regulating Emotion: An Introduction

- Emotion-Coping Story Building

Step 2 Using Thoughts to Deal with Anger

- Simulated Anger Memory game
- Omniscience (or Seeing All Sides)

Step 3 Using Thoughts to Deal with Worries

- Worry Sort

Worry Sort

SIGNS

worry now

worry later

no worry

not sure

CHARACTER CARDS

Sally is a 15 year old girl who goes to a small SHS. She lives with her mother and stepfather and 2 younger half siblings. She does well in school and wants to go to college.

Some of Sally's worries:

Worry Sort

WORRY CARDS

- 1 What if I fail algebra?
- 2 What if my mum/dad gets sick again?
- 3 What if my mum/dad gets fired at work?
- 4 What if my SOSE teacher yells at me tomorrow?
- 5 What if my friend Daniel moves to another school?
- 6 What if I get the swine flu?
- 7 What if my divorced mum/dad gets a new bf/gf?
- 8 What if that food I ate on Monday gives me food poisoning?
- 9 I might get a bad grade in chemistry
- 10 My friends don't seem to like me anymore.
- 11 My friend has not responded to my text today. Does she still like me?

Module 8

Emotion regulation Skills V

Emotion-Specific Cognitive Skills

Step 4 Using Thoughts to Deal with Sadness

- Worry Sort or games from Module 7, step 2

Step 5 Using Thoughts to Deal with Fears

- games from Module 7, step 2

Adolescent Case Study

Brittney is a 14 year old female living with her mother and younger brother. She spends a lot of time alone in her room ruminating about social interactions with peers, and she is experiencing symptoms of depression, anxiety and social phobia.

Figure 5.2 Brittney's Functional Analysis with treatment plan

References

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Child Case Study



Evaluation



**KEEP
CALM
AND
CALL A
SCHOOL
PSYCHOLOGIST**